California State Board of Education
September 2019 Agenda
Item # 01

Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Action to Incorporate the California Alternate Assessment into the Academic Indicator; Implement a Modified Method for Calculating the Academic Indicator for Schools with Dashboard Alternative School Status; Revise the Cut Scores for the Graduation Rate Indicator; English Learner Progress Indicator Status Methodology Considerations, and Use of Status in Local Educational Agency and School Eligibility Assistance Determinations.

Type of Action

Action, Information

Summary of the Issue(s)

This item provides a recommended methodology for incorporating the California Alternate Assessment (CAA) into the Academic Indicator, changes to the cut scores for the Academic Indicator for schools with Dashboard Alternative School Status (DASS), a revised set of cut scores for the Graduation Rate Indictor, and an update on the English Learner Progress Indicator (ELPI) Status methodology considerations and the use of "Very Low" ELPI Status for local educational agency (LEA) and school eligibility assistance determinations.

Recommendation

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve: (1) the "Top of the Scale Range" methodology for incorporating the CAA into the Academic Indicator, (2) modified Status cut scores for the Academic Indicator for DASS schools, and (3) revised Status cut scores for the Graduation Rate Indicator.

Brief History of Key Issues

Incorporation of the California Alternate Assessment in the Academic Indicator

Students with the most significant cognitive disabilities are administered the CAA for English language arts/literacy (ELA) and mathematics. Approximately one percent of all students statewide take the CAA. The first operational CAA was administered in spring of 2016.

Incorporating the assessment results of all students—including those with the most significant cognitive disabilities—into the state accountability system is in accordance with the Every Student Succeeds Act (ESSA) and aligned with the goal of the Local Control Funding Formual (LCFF). In the 2018 Dashboard, CAA data (the percent of students who achieved Levels 1, 2, and 3) were displayed for informational purposes only. Beginning with the 2019 Dashboard, the CAA results will be included in the calculations and performance colors for the Academic Indicator.

The CDE worked with various stakeholder groups, including the SBE Advisory Commission on Special Education and the Technical Design Group (TDG), to develop a methodology for incorporating the CAA results into the Academic Indicator. The methodology is presented in Attachment 1.

Modified Method for the Academic Indicator for Schools with Dashboard Alternative School Status

DASS schools are held accountable for meeting all of the state indicators on the Dashboard. However, in order to more fairly evaluate the success of alternative schools that serve high-risk students, the CDE, in collaboration with the Alternative Schools Task Force, a joint project with the John W. Gardner Center at Stanford University supported with a grant from the Stuart Foundation, identified modified measures for specific indicators (e.g., the grade twelve graduation rate). The CDE now proposes a modified set of Status cut scores for the Academic Indicator, as detailed in Attachment 2, to be applied to DASS schools beginning with the 2019 Dashboard.

Revised Cut Scores for the Graduation Rate Indicator

At its July 2019 meeting, the SBE adopted a combined four- and five-year graduation rate for the Graduation Rate Indicator. School-level simulations for the combined and four-year graduation rates, conducted by the CDE and presented to the SBE, showed that a positive impact of the combined rate was more pronounced in the lower percentiles. Based on these findings, the SBE determined that it was appropriate to raise the threshold for the "Low Graduation Rate" criterion, which is one of two eligibility criteria for Comprehensive Support and Improvement (CSI) under ESSA. The threshold is currently set at 67 percent, and schools with graduation rates below this threshold are identified for CSI. Two new thresholds —68 percent and 70 percent—are being proposed for consideration. Adopting a new graduation rate threshold for CSI identification will also result in new Status cut scores for the

Graduation Rate Indicator (for the "Very Low" Status level), which are used to assign a performance level, or color, in the Dashboard.

Before determining which threshold is more appropriate, it is necessary to weigh the impact of both options on the both CSI criterion: (1) schools identified based on the graduation rate criterion, and (2) schools that receive Title I funding and are identified as the lowest performing based on color combinations approved by the SBE.

Since a school can only be identified in one category for any given school year, the first category takes precedence. Therefore, schools with a low graduation rate are identified first. The lowest performing schools, which must comprise at least five percent of all Title I-funded schools, are identified from the remaining pool. The CDE has conducted simulations to determine whether raising the "low graduation rate" threshold results in fewer than five percent of Title I schools identified as low performing as detailed in Attachment 3.

English Learner Progress Indicator Methodology Considerations

At its July 2018 meeting, the SBE adopted the three-year plan for the ELPI. As part of this three-year plan, ELPI Status will be reported using two years of English Language Proficiency Assessments for California (ELPAC) Summative Assessment results on the 2019 Dashboard. The CDE is working with various stakeholder groups, including the ELPI Workgroup and the Technical Design Group, to develop the ELPI Status methodology. Attachment 4 provides an update of the CDE's work and stakeholder outreach on the ELPI Status methodology.

Summary of Previous State Board of Education Discussion and Action

Incorporation of the California Alternate Assessment in the Academic Indicator

In September 2016, the SBE approved the achievement standards (levels) for CAA 2016 meeting (https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item04.doc).

In September 2017, the SBE determined that the incorporation of the CAA into the Academic Indicator should be delayed until additional years of operational data were available and the multi-year rollout of the CAA test was complete (https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc).

Beginning with the 2019 Dashboard, the CAA results will be included in the calculations for the Academic Indicator, as shared with the SBE at the March 2019 meeting, during its annual review of the Dashboard (https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.docx).

Modified Method for the Academic Indicator for Schools with Dashboard Alternative School Status

In September 2016, the SBE directed CDE staff to develop recommended cut scores and performance categories for the ELA and mathematics assessments in grades three through eight. (https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc)

In January 2017, the SBE adopted performance standards for the Academic Indicator, based on a methodology that calculates the average distance between students' scale scores on the Smarter Balanced Summative Assessments for ELA and mathematics and the lowest possible score for the Standard Met Achievement Level (Level 3). (https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc and https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02a1addendum.doc)

In November 2017, the SBE adopted new Status cut scores for the Academic Indicator (for both ELA and mathematics) and the Change cut scores for mathematics only. In addition, the SBE adopted new five-by-five colored grids for the Academic Indicator. (https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03.doc)

In April 2018, the SBE approved the inclusion of Grade 11 Smarter Balanced Summative Results for ELA and mathematics in the Academic Indicator, based on feedback received from the U.S. Department of Education (ED) on California's ESSA Plan. (https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01.docx).

In November 2018, the SBE approved Status and Change cut scores for the Grade 11 Academic Indicator. (https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx)

Revised Cut Scores for the Graduation Rate Indicator

In September 2016, the SBE approved Status and Change cut scores for the Graduation Rate Indicator, based on the four-year graduation cohort. (https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc)

In March 2018, the SBE reviewed proposed revisions for the 2018 Dashboard, including the incorporation of modified methods for schools with DASS. (https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx)

In May 2018, the SBE approved methodology for calculating the one-year graduation rate for DASS schools. (https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx)

In June 2018, the SBE received an Information Memorandum on the revisions made to the calculation of the four-year cohort graduation rate to address audit findings from the U.S. Department of Education (ED) Office of Inspector General (OIG). (https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-jun18item02.docx)

In August 2018, the SBE received an Information Memorandum on the proposed Status and Change Cut scores for the one-year graduation rate for DASS schools as well as a set of

recommended business rules for calculating a five-year graduation rate3 (https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx)

In September 2018, the SBE approved the graduate rate methodology for DASS schools and approved the Status and Change cut scores. (https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx)

In November 2018, the SBE adopted revised Status cut scores for the Graduation Rate Indicator. (https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx).

At the March 2019 SBE meeting, the CDE outlined five options for incorporating the five-year graduation rate into the 2019 Dashboard (https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.docx):

In July 2019, the SBE approved a combined four- and five-year graduation rate for the Graduation Rate Indicator. (https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx)

English Learner Progress Indicator Methodology Considerations

In September 2016, the SBE adopted the methodology for the ELPI using the results of the CELDT (https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc).

In July 2018, the SBE adopted the CDE's recommendation for the ELPI three year plan (https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx).

In November, 2018, the SBE approved the use of the ELPI Status for 2019 LCFF differentiated assistance and ESSA school assistance determinations.

Fiscal Analysis (as appropriate)

The 2019–20 state budget funds the Proposition 98 Minimum Guarantee at $81.1 billion. This reflects state funding of $55.9 billion and local funding of $25.2 billion, accounting for $11,993 in transitional kindergarten through grade twelve per-pupil funding. Additionally, the state budget prevised $350,000 in one-time Proposition 98 General Funds to begin development of a single sign-on portal and data integration for the Dashboard, the Local Control and Accountability Plan electronic template, and other school site and school district reporting tools (including the School Accountability Report Card).

Attachment(s)

Attachment 1: Incorporating the California Alternate Assessments into the Academic Indicator (10 Pages)

Attachment 2: Modified Method for the Academic Indicator for Schools with Dashboard Alternative School Status (10 Pages)

Attachment 3: Revised Cut Scores for the Graduation Rate Indicator (5 Pages)

Attachment 4: English Learner Progress Indicator Status Methodology Considerations and Use in Local Educational Agency and School Eligibility Assistance Determinations (4 Pages).

Attachment 5: California School Dashboard Educational Outreach Activities (6 Pages)

Appendix A: Comparisons between the Smarter Balanced Summative Assessment (SBAC) Distance from Standard (DFS) and a Combined DFS for the SBAC and California Alternative Assessment (CAA), Including Lowest Obtainable Scale Scores (LOSS) (6 Pages)

Attachment 1

Incorporating the California Alternate Assessments into the Academic Indicator

Students with the most significant cognitive disabilities are administered the California Alternate Assessment (CAA) for English language arts/literacy (ELA) and mathematics. Approximately one percent of all students statewide take the CAA. The first operational CAA was administered in spring of 2016.

Incorporating the assessment results of all students—including those with the most significant cognitive disabilities—into the state accountability system is in accordance with the Every Student Succeeds Act (ESSA) and aligned with the goal of the Local Control Funding Formula (LCFF). In September 2017, the State Board of Education (SBE) decided to delay inclusion of CAA results in the Academic Indicator until additional data were available and an appropriate methodology could be developed to align with the SBE's goal of using scale scores for the Academic Indicator. In the 2018 California School Dashboard (the Dashboard), the percent of students who scored at each of the three CAA performance levels was reported. Beginning with the 2019 Dashboard, the Academic Indicator will reflect results from both the CAA and Smarter Balanced Summative Assessments (SBAC).

The California Department of Education (CDE) worked with various stakeholder groups, as well as the Technical Design Group (TDG), to develop a methodology for incorporating the CAA results into the Academic Indicator. Currently, performance on the Academic Indicator is based on "Distance from Standard" (DFS), which represents the distance between a student's score on the SBAC and the "Standard Met" Achievement Level threshold (i.e., the lowest SBAC scale score for Level 3). Since the scale score ranges vary by both content level and grade, so too will the Standard Met threshold. For example, since the Level 3 score range for grade five mathematics is 2,528 to 2,578, each grade five student's math score is compared to 2,528 (the lowest threshold score for Level 3). A score of 2,505 on the Grade Five SBAC mathematics test is 23 points below the threshold score, as illustrated in Figure 1.

Figure 1

A Grade 5 student received a score of **2,505**.

Grade 5 Scale Score Range for Level 3

2,505

2,528
Lowest Level 3 Score

2,578
Highest Level 3 Score
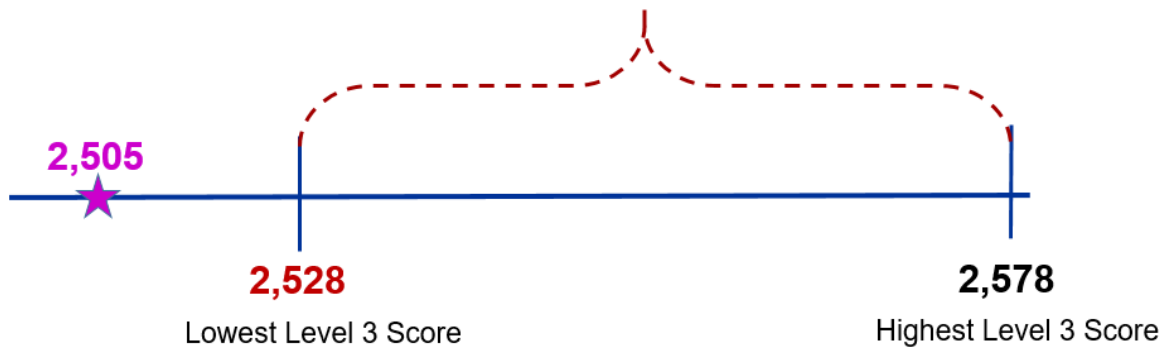
After each student's DFS is calculated separately, all of the distances for each student are combined to determine an average. The average distance is calculated for each local education agency (LEA), school, and student group.

Unlike students who take the SBAC, who are evaluated against meeting the California Common Core State Standards (CA CCSS) and placed in **one of four achievement levels**, students who take the CAA are evaluated against their level of understanding in **one of three achievement levels** related to alternate achievement standards linked to the CA CCSS.

In addition to these differences between the SBAC and CAA, the two assessments have different reporting scales and sample sizes. Thus, there are distinct challenges to incorporating the CAA into the Academic Indicator, using the current DFS methodology.

The CDE presented three potential approaches to incorporating the CAA results into the Dashboard to the TDG, Advisory Commission on Special Education, State and Federal Program Directors, the State Special Education Local Plan Area (SELPA) Association, and the California Practitioners Advisory Group (CPAG). Each of these methodologies converts individual student CAA scores into SBAC scores so that they may be included in calculations for the Academic Indicator:

1. **Effect Size Approach:** Use the standard deviations between the two assessments (e.g., CAA for ELA in grade three and SBAC ELA in grade three) to standardize the student score into the units of the SBAC scale. The DFS on CAA is based on distance from Level 3, which is the performance level at which students demonstrate understanding of the core subject matter.

   To convert the scores, the distance from Level 3 for a CAA score is divided by the standard deviation of the CAA and multipled by the standard deviation of the

SBAC. In this way, the distance from standard is represented in terms of standard deviation units. The CAA standard deviation unit is converted to the score that is associated with the same standard deviation unit of the SBAC.

In the example below (Figure 2):

- A grade three CAA ELA score of 370 is in Level 3.

- The 370 score is 10 points, or 0.5 standard deviations, above the lowest possible Level 3 score of 360.

- The grade three SBAC ELA score that is 0.5 standard deviations above the threshold for Level 3 (Met Standard) is 2477.

- Therefore, the CAA score of 370 is converted to the SBAC score of 2477.

Figure 2
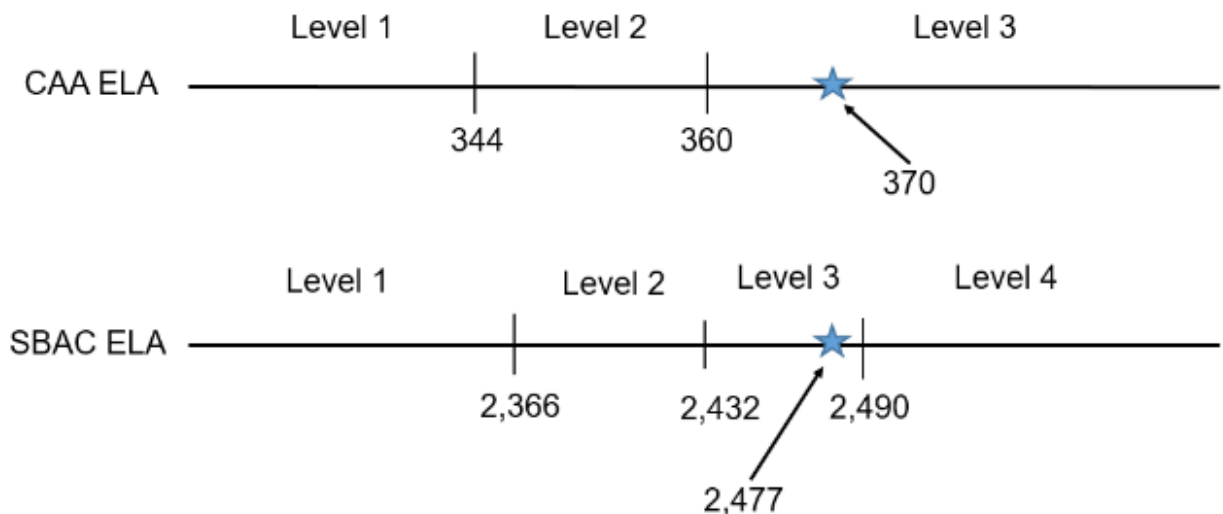
Note that under this methodology, the conversion is based on standard deviations and uses the thresholds between levels 2 and 3 for both assessments when calculating the DFS. Therefore, high Level 3 CAA scores could be converted to a Level 4 score on the SBAC, and low CAA Level 2 scores could be converted to a Level 1 score on the SBAC.

2. **Middle-of-the-Range Approach:** For levels 1–3 on the CAA, a student's CAA score would be substituted with the mid-range score point of the same SBAC achievement level. For example, a grade three student scoring anywhere in Level 2 on the CAA for ELA would receive the midpoint score of the Level 2 range on the SBAC ELA, which is 2399 (SBAC scale range is 2367–2431).

3. **Top-of-the-Range Approach:** For levels 1–3 on the CAA, a student's CAA score would be substituted with the top score point of the same SBAC achievement level. For example, a grade three student scoring anywhere in Level 2 on the CAA for ELA would receive the highest score of the Level 2 range on the SBAC ELA, which is 2431.

For each of these methodologies, the DFS results were presented in two ways:

1. Including students who received the lowest obtainable scale score (LOSS) on the CAA, which is the lowest scale score for Level 1, and varies by grade level and content area. (Please note that all students who answer fewer than four questions on the CAA automatically receive the LOSS. [Note: These students typically are unable to engage with the assessment.])

2. Excluding students who received the LOSS.

Tables 1 through 4 show statewide comparisons **for all students**, by grade level and content area, between the SBAC DFS and a combined (SBAC and CAA) DFS, using the three methodologies:

- Effect Size Approach: Tables 1 and 2

- Middle of the Score: Tables 3 and 4

- Top of the Score Range: Tables 4 and 5

The last column represents the number of points that the DFS decreases by including the CAA results. Please note that for these analyses, **the LOSS is excluded** (Analyses that include the LOSS are presented for all three methodologies in Appendix A).

Table 1
English Language Arts: All Students
Effect Size Methodology, NO LOSS

Grade	SBAC N*	CAA N*	DFS SBAC	DFS SBAC & CAA	Difference
3	434,207	4,396	-8.0	-8.4	-0.4
4	453,491	4,696	-9.3	-9.9	-0.6
5	459,209	4,636	-5.7	-6.3	-0.6
6	472,102	4,792	-12.1	-12.8	-0.7
7	461,081	4,812	-8.1	-8.8	-0.7
8	458,196	4,592	-8.0	-8.7	-0.7
11	439,134	3,985	9.4	8.8	-0.6

*N=number of students

Table 2
Mathematics: All Students
Effect Size Methodology, NO LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	436,215	4,340	-5.1	-5.8	-0.7
4	455,345	4,527	-17.3	-18.0	-0.7
5	460,761	4,520	-37.6	-38.1	-0.5
6	473,427	4,525	-41.0	-41.5	-0.5
7	462,416	4,743	-42.7	-43.2	-0.5
8	458,673	4,463	-45.5	-46.0	-0.5
11	437,883	3,938	-66.6	-66.9	-0.3

Table 3
English Language Arts: All Students
Middle of Scale Range Methodology, NO LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	434,207	4,396	-8.0	-8.6	-0.6
4	453,491	4,696	-9.3	-10.1	-0.8
5	459,209	4,636	-5.7	-6.3	-0.6
6	472,102	4,792	-12.1	-12.9	-0.8
7	461,081	4,812	-8.1	-8.9	-0.8
8	458,196	4,592	-8.0	-8.7	-0.7
11	439,134	3,985	9.4	8.8	-0.6

Table 4
Mathematics: All Students
Middle of Scale Range Methodology, NO LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	436,215	4,340	-5.1	-5.9	-0.8
4	455,345	4,527	-17.3	-18.2	-0.9
5	460,761	4,520	-37.6	-38.3	-0.7
6	473,427	4,525	-41.0	-41.8	-0.8
7	462,416	4,743	-42.7	-43.6	-0.9
8	458,673	4,463	-45.5	-46.2	-0.7
11	437,883	3,938	-66.6	-67.1	-0.5

Table 5
English Language Arts: All Students
Top of Scale Range Methodology, NO LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	434,207	4,396	-8.0	-8.0	0.0
4	453,491	4,696	-9.3	-9.4	-0.1
5	459,209	4,636	-5.7	-5.7	0.0
6	472,102	4,792	-12.1	-12.2	-0.1
7	461,081	4,812	-8.1	-8.2	-0.1
8	458,196	4,592	-8.0	-8.1	-0.1
11	439,134	3,985	9.4	9.2	-0.2

Table 6
Mathematics: All Students
Top of Scale Range Methodology, NO LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	436,215	4,340	-5.1	-5.3	-0.2
4	455,345	4,527	-17.3	-17.5	-0.2
5	460,761	4,520	-37.6	-37.6	0.0
6	473,427	4,525	-41.0	-41.0	0.0
7	462,416	4,743	-42.7	-42.7	0.0
8	458,673	4,463	-45.5	-45.5	0.0
11	437,883	3,938	-66.6	-66.3	0.3

Tables 7 through 12 show statewide comparisons for **students with disabilities**, by grade level and content area, between the SBAC DFS and a combined SBAC and CAA DFS, using all three methodologies. LOSS scores are not included for these analyses.

Table 7
English Language Arts: Students with Disabilities
Effect Size Methodology, NO LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	48,118	4,396	-77.3	-75.1	2.2
4	53,813	4,696	-92.6	-90.9	1.7
5	55,447	4,636	-96.7	-94.5	2.2
6	55,374	4,792	-111.4	-109.1	2.3
7	51,968	4,812	-112.1	-109.2	2.9
8	49,855	4,592	-112.0	-108.5	3.5
11	39,909	3,985	-110.7	-106.6	4.1

Table 8
Mathematics: Students with Disabilities
Effect Size Methodology, NO LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	48,016	4,340	-71.2	-71.2	0.0
4	53,706	4,527	-88.6	-88.6	0.0
5	55,292	4,520	-117.6	-115.1	2.5
6	55,203	4,525	-149.7	-145.4	4.3
7	51,848	4,743	-154.8	-149.5	5.3
8	49,565	4,463	-167.2	-161.4	5.8
11	39,544	3,938	-191.7	-184.1	7.6

Table 9
English Language Arts: Students with Disabilities
Middle of Scale Range Methodology, NO LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	48,118	4,396	-77.3	-76.6	0.7
4	53,813	4,696	-92.6	-92.1	0.5
5	55,447	4,636	-96.7	-94.6	2.1
6	55,374	4,792	-111.4	-110.4	1.0
7	51,968	4,812	-112.1	-109.7	2.4
8	49,855	4,592	-112.0	-109.0	3.0
11	39,909	3,985	-110.7	-106.3	4.4

Table 10
Mathematics: Students with Disabilities
Middle of Scale Range Methodology, NO LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	480,116	4,340	-71.2	-72.4	-1.2
4	53,706	4,527	-88.6	-90.2	-1.6
5	55,292	4,520	-117.67	-117.1	0.5
6	55,203	4,525	-149.7	-147.7	2.0
7	51,848	4,743	-154.8	-152.4	2.4
8	49,565	4,463	-167.2	-163.5	3.7
11	39,544	3,938	-191.7	-186.2	5.5

Table 11
English Language Arts: Students with Disabilities
Top of Scale Range Methodology, NO LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	48,118	4396	-77.3	-72.1	5.2
4	53,813	4696	-92.6	-86.4	6.2
5	55,447	4636	-96.7	-90.1	6.6
6	55,374	4792	-111.4	-104.6	6.8
7	51,968	4812	-112.1	-104.1	8.0
8	49,855	4592	-112.0	-104.1	7.9
11	39,909	3985	-110.7	-101.6	9.1

Table 12
Mathematics: Students with Disabilities
Top of Scale Range Methodology, NO LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	48,016	4,340	-71.2	-67.4	3.8
4	53,706	4,527	-88.6	-84.7	3.9
5	55,292	4,520	-117.6	-111.5	6.1
6	55,203	4,525	-149.7	-141.6	8.1
7	51,848	4,743	-154.8	-145.7	9.1
8	49,565	4,463	-167.2	-156.9	10.3
11	39,544	3,938	-191.7	-178.2	13.5

The data analyses reveal:

- Removing students who received a LOSS improved outcomes.

- The DFS for students with disabilities student group improved, under all three methodologies, when the CAA was incorporated. This is because the scores of students who take the CAA are generally closer to Level 3 (for that test) than are the scores for students with disabilities who take the SBAC (i.e., their distance from Level 3 on the SBAC is generally greater).

- The top of the scale range methodology, excluding LOSS scores, resulted in the smallest difference between DFS scores for the SBAC and CAA.

The TDG weighed the practical implications on LEAs and decided to exclude the Effect Size methodology because of potential difficulty in communicating the methodology and because LEAs will not be able to replicate the results. In addition, the TDG provided the following technical recommendation:

- Exclude CAA students who received a LOSS from the combined DFS calculations for the Academic Indicator due to the vast number of students with a LOSS score who were unable to engage with the test.

The Advisory Commission on Special Education voted unanimously for the Top of Scale Range methodology. A majority of the California Practitioners Advisory Group members supported the recommended methodology. In addition, the Top of Scale Range methodology was supported by members of the State and Federal Program Directors, and the State Special Education Local Plan Area Association.

In weighing the two remaining options—the Top and Middle Range—the CDE took into consideration that both methodologies limit the range of CAA conversions to three SBAC performance levels (one through three). Only the Effect Size methodology allows

CAA scores to be converted across all four SBAC performance levels. However, the Middle Range methodology further limits the range of SBAC scores available for the CAA conversions. The CDE therefore recommends adoption of the Top of the Scale Range methodology, which takes full advantage of three complete ranges of SBAC scores.

The CDE also considered the impact of each methodology on the LCFF identification process, based on simulations conducted by the CDE. (The CDE limited its simulations to state performance indicators.) In 2018, there were 374 districts eligible for Differentiated Assistance based on their student group performance on the Dashboard. Table 13 shows the impact of incorporating the CAA into the Academic Indicator under each of the three methodologies.

Table 13
Results of CAA Incorporation on LCFF Differentiated Assistance Identification

Number of LEAs	Effect Size Method	Middle of Scale Range Method	Top of Scale Range Method
Still Identified for Differentiated Assistance	368	368	368
No Longer Identified for Differentiated Assistance	6	6	6
Newly Identified for Differentiated Assistance	10	11	9
With Additional Student Groups Qualifying for Differentiated Assistance	10	7	5
With Fewer Student Groups Qualifying for Differentiated Assistance	13	13	18

The data show that there were minimal differences in impact among the three methods.

Attachment 2

Modified Method for the Academic Indicator for Schools with Dashboard Alternative School Status

The central premise of California's Accountability and Continuous Improvement System is the consideration of necessary changes or improvements based on newly available data, recent research, and/or stakeholder feedback. In May 2016, the State Board of Education (SBE) approved the design for the California School Dashboard (Dashboard) that included the establishment of a unique set of cut scores for each indicator, using distributions based on local educational agency (LEA)-level data, which includes charter schools, and applying the LEA cut scores to all schools, where appropriate. The methodology used to produce the cut scores considers the LEA level distributions for Status and Change, respectively.

While all schools are held accountable for meeting all of the state indicators reported in the Dashboard, schools with Dashboard Alternative School Status (DASS) serve a majority of students with the highest need and face greater challenges in meeting these needs. In order to more fairly evaluate the success of DASS schools, the California Department of Education (CDE) has worked with the Alternative Schools Task Force, a joint project with the John W. Gardner Center at Stanford University supported with a grant from the Stuart Foundation, to identify modified measures for specific indicators. For example, a grade twelve graduation rate has been adopted by the SBE as a modified measure for the Graduation Rate Indicator.

The CDE is now proposing, upon the recommendation of the Alternative Schools Task Force, a modified set of Status cut scores for the Academic Indicator, to be applied to DASS schools beginning with the 2019 Dashboard. These proposed changes were also brought to the Technical Design Group (TDG), the Local Control Funding Formula Stakeholder Group, and the California Practitioners Advisory Group (CPAG) for review and feedback.

Note: the CDE is not recommending new Change cut scores for DASS schools. In fact, the Change distributions for DASS schools are not markedly different than the current LEA distributions. The CDE believes that maintaining current Change cut scores for DASS schools reflects the expectations for continuous improvement model under California's accountability system. All schools are expected to make positive Change in order to receive "Greens" and "Blues."

However, a comparison between the current LEA distributions for Status and the distribution for DASS schools reveal significant differences at the 50th percentile. In addition, a majority of DASS schools have a negative DFS. These distributions appear in Tables 1 through 8.

Tables 1 and 2 compare the LEA and DASS Status distributions for English language arts (ELA), grades three through eight.

**Table 1
Current LEA Distribution for Status:
ELA, Grades Three through Eight**

Percentile	ELA Average DFS	Status Levels
5	-72.61	Very Low
5.8	-70.00	Low
10	-59.30	Low
15	-51.07	Low
20	-44.74	Low
25	-39.50	Low
30	-34.20	Low
35	-29.20	Low
40	-24.14	Low
45	-19.70	Low
50	-15.60	Low
55	-10.80	Low

Percentile	ELA Average DFS	Status Levels
60	-5.70	Low
61.1	-5.00	Medium
65	.27	Medium
70	7.60	Medium
71.7	10.00	High
75	14.08	High
80	22.52	High
85	31.07	High
90	42.91	High
90.5	45.00	Very High
95	60.07	Very High

**Table 2
DASS School Distribution for Status:
ELA, Grades Three through Eight**

Percentile	ELA Average DFS	Status Levels
5	-174.1	Very Low
10	-166.2	Very Low
15	-156	Very Low
20	-152.45	Very Low
25	-146.4	Very Low
30	-139.2	Very Low
35	-134.9	Very Low
40	-125.35	Very Low
45	-102.7	Very Low
50	-90.6	Very Low
55	-84.6	Very Low
60	-79.25	Very Low
65	-75.6	Very Low
68.8	-70	Low
70	-66.3	Low
75	-55.5	Low
80	-39.8	Low
85	-34.8	Low
88.8	-5	Medium

Percentile	ELA Average DFS	Status Levels
90	-4.5	Medium
95	-1.6	Medium
95.6	10	High
99.9	45	Very High

Tables 3 and 4 compare the LEA and DASS Status distributions for ELA, grade eleven.

**Table 3
Current LEA Distribution for
Status: ELA, Grade Eleven**

Percentile	ELA Average DFS	Status Levels
5	85.5	Very Low
10	-65.7	Very Low
14.1	-45	Low
15	-41.6	Low
20	-30.3	Low
25	-21.3	Low
30	-14.2	Low
35	-9.3	Low
40	-0.5	Low
40.5	0.0	Medium
45	5.3	Medium
50	12.7	Medium
55	15.9	Medium
60	21.6	Medium
63.7	30	High
65	31.8	High
70	38	High
75	49.6	High
80	54.6	High
85	63.1	High
88.9	75	Very High
90	76	Very High
95	91.4	Very High

**Table 4
DASS School Distribution for
Status: ELA, Grade Eleven**

Percentile	ELA Average DFS	Status Levels
5	-170.4	Very Low
10	-160.9	Very Low
15	-153.5	Very Low
20	-148.1	Very Low
25	-141.85	Very Low
30	-136	Very Low
35	-125.9	Very Low
40	-121.3	Very Low
45	-118.1	Very Low
50	-112.35	Very Low
55	-109.3	Very Low
60	-103.4	Very Low
65	-95.6	Very Low
70	-85.5	Very Low
75	-78.2	Very Low
80	-69.4	Very Low
85	-58.3	Very Low
90	-45.6	Very Low
90.4	-45	Low

Percentile	ELA Average DFS	Status Levels
95	-21.1	Low
98.1	0	Medium
98.8	30	High

Percentile	ELA Average DFS	Status Levels
99.4		Very High
	75	

Tables 5 and 6 compare the LEA and DASS Status distributions for mathematics, grades three through eight.

**Table 5
Current LEA Distribution for Status: Mathematics,
Grades Three through Eight**

Percentile	Mathematics Average DFS	Status Levels
5	-99.2	Very Low
6	-95.0	Low
10	-83.60	Low
15	-75.8	Low
20	-70.10	Low
25	-63.9	Low
30	-57.6	Low
35	-52.00	Low
40	-46.1	Low
45	-41.1	Low
50	-36.3	Low
55	-31.0	Low
60	-25.2	Low
60.6	-25.0	Medium
65	-18.4	Medium
70	-10.5	Medium
75	-4.0	Medium
78	0.0	High
80	3.5	High
85	13.8	High
90	28.6	High
91.9	35.0	Very High
95	46.4	Very High

**Table 6
DASS School Distribution for Status:
Mathematics,
Grades Three through Eight**

Percentile	Mathematics Average DFS	Status Levels
5	-225.4	Very Low
10	-216.9	Very Low
15	-212.8	Very Low
20	-205.25	Very Low
25	-189.6	Very Low
30	-183.6	Very Low
35	-178.2	Very Low
40	-177.1	Very Low
45	-174.7	Very Low
50	-172.1	Very Low
55	-170.1	Very Low
60	-157.5	Very Low
65	-147.2	Very Low
70	-138	Very Low
75	-135.8	Very Low
80	-124.5	Very Low
85	-111.8	Very Low
86.7	-95	Low
90	-67.2	Low
95	-54	Low
97.8	-25	Medium
99.8	0	High
99.9	35	Very High

Tables 7 and 8 compare the LEA and DASS Status distributions for mathematics, grade eleven.

**Table 7
Current LEA Distribution for Status: Mathematics, Grade Eleven**

Percentile	Mathematics Average DFS	Status Levels
5	-180.8	Very Low
10	-148.6	Very Low
15	-34.6	Very Low
20	-25.8	Very Low
23.8	-15.0	Low
25	-110	Low
30	-00.7	Low
35	-93.3	Low
40	-83.3	Low
45	-72.7	Low
50	-7.35	Low
55	-64.1	Low
58.2	-60.0	Medium
60	-56.6	Medium
65	-50.4	Medium
70	-40.6	Medium
75	-27	Medium
80	-7.6	Medium
85	-7.2	Medium
86.8	0	High

Percentile	Mathematics Average DFS	Status Levels
90	14.0	High
93.6	25.0	Very High
95	44.0	Very High

**Table 8
DASS School Distribution for Status: Mathematics, Grade Eleven**

Percentile	Mathematics Average DFS	Status Levels
5	-242.2	Very Low
10	-233.3	Very Low
15	-228.3	Very Low
20	-226.6	Very Low
25	-223.2	Very Low
30	-218.5	Very Low
35	-214.6	Very Low
40	-211.8	Very Low
45	-208	Very Low
50	-202.3	Very Low
55	-196.8	Very Low
60	-189.2	Very Low
65	-185.9	Very Low
70	-182.5	Very Low
75	-179.2	Very Low
80	-172.9	Very Low
85	-167.2	Very Low
90	-141.1	Very Low
95	-124.8	Very Low
96.2	-115	Low
98.8	-60	Medium
99.3	0	High

Percentile	Mathematics Average DFS	Status Levels
99.9	25	Very High

Proposed Status Cut Scores for DASS Schools

While the Alternative Schools Task Force proposed modifications to the Very Low, Low, and Medium Status cut scores, the TDG recommended modifications to only the Very Low and Low Status cut scores. They cited that revising the Medium cut scores would lower the standards for DASS schools. A majority of the CPAG members supported the recommended cut scores. The LCFF stakeholder group did not provide feedback on the proposed cut scores.

The CDE recommends that that changes to the DASS cut scores be limited to the Low Status and Very Low Status, increasing the number of DASS schools in the Low Status level.

Tables 9, 11, 13, and 15 identify the proposed Status cut scores for ELA and mathematics for **Very Low and Low only**. Note that these tables also include the current cut scores to allow for easy comparison.

Tables 10, 12, 14, and 16 reflect the distribution of DASS schools' performance based on the proposed Status cut scores.

Table 9
Proposed DASS Cut Scores for ELA – Grades Three through Eight

Status Level	Current Cut Scores for All LEAs and Schools	Proposed Cut Scores for DASS Schools
Very Low	-70.1 points or lower	-125.1 points or lower
Low	-5.1 to -70 points	-5.1 to -125.0 points
Medium	-5 to +9.9 points	-5 to +9.9 points (*no change*)
High	10 to 44.9 points	10 to 44.9 points (*no change*)
Very High	45 points or higher	45 points or higher (*no change*)

Table 10
DASS School Distribution Based on the Proposed Status Cut Scores
ELA Grades Three through Eight

Percentile	ELA Average DFS	Status Levels
5	-174.1	Very Low
10	-166.2	Very Low
15	-156	Very Low
20	-152.45	Very Low
25	-146.4	Very Low
30	-139.2	Very Low
35	-134.9	Very Low
37.8	-125	Low
40	-125.35	Low
45	-102.7	Low
50	-90.6	Low
55	-84.6	Low
60	-79.25	Low
65	-75.6	Low
70	-66.3	Low
75	-55.5	Low
80	-39.8	Low
85	-34.8	Low
88.8	-5	Medium
90	-4.5	Medium
95	-1.6	Medium
95.6	10	High
99.9	45	Very High

Based on the proposed cut scores for ELA grades three through eight, the number of DASS schools receiving a:

- Very Low Status level decreases from 31 to 19 and
- Low Status level increases from 9 to 21.

Table 11
Proposed DASS Cut Scores for ELA – Grade Eleven

Status Level	Current Cut Scores for All LEAs and Schools	Proposed Cut Scores for DASS Schools
Very Low	-45.1 points or lower	-110.1 points or lower
Low	-0.1 to -45 points	-0.1 to -110.0 points
Medium	0 to 29.9 points	0 to 29.9 points (no change)
High	30 to 74.9 points	30 to 74.9 points (no change)
Very High	75 points or higher	75 points or higher (no change)

Table 12:
DASS School Distribution Based on the Proposed Status Cut Scores: ELA Grade Eleven

Percentile	ELA Average DFS	Status Levels
5	-170.4	Very Low
10	-160.9	Very Low
15	-153.5	Very Low
20	-148.1	Very Low
25	-141.85	Very Low
30	-136	Very Low
35	-125.9	Very Low
40	-121.3	Very Low
45	-118.1	Very Low
50	-112.35	Very Low
53.9	-110	Low
55	-109.3	Low
60	-103.4	Low
65	-95.6	Low
70	-85.5	Low
75	-78.2	Low
80	-69.4	Low
85	-58.3	Low
90	-45.6	Low
95	-21.1	Low
98.1	0	Medium
98.8	30	High
99.4	75	Very High

Based on the proposed cut scores for ELA grade eleven, the number of DASS schools receiving a:

- Very Low Status level decreases from 141 to 85 and
- Low Status level increases from 12 to 68.

Table 13:
Proposed DASS Cut Scores for Math – Grades Three through Eight

Status Level	Current Cut Scores for All LEAs and Schools	Proposed Cut Scores for DASS Schools
Very Low	-95.1 points or lower	-175.1 points or lower
Low	-25.1 to -95 points	-25.1 to -175.0 points
Medium	-25 to less than 0	-25 to less than 0 (*no change*)
High	0 to 34.9 points	0 to 34.9 points (*no change*)
Very High	35 points or higher	35 points or higher (*no change*)

Table 14:
DASS School Distribution Based on the Proposed Status Cut Scores
Math Grades Three through Eight

Percentile	Mathematics Average DFS	Status Levels
5	-225.4	Very Low
10	-216.9	Very Low
15	-212.8	Very Low
20	-205.25	Very Low
25	-189.6	Very Low
30	-183.6	Very Low
35	-178.2	Very Low
40	-177.1	Very Low
42.3	-175	Low
45	-174.7	Low
50	-172.1	Low
55	-170.1	Low
60	-157.5	Low
65	-147.2	Low
70	-138	Low
75	-135.8	Low
80	-124.5	Low
85	-111.8	Low
90	-67.2	Low
95	-54	Low
97.8	-25	Medium
99.8	0	High
99.9	35	Very High

Based on the proposed cut scores for mathematics grades three through eight, the number of DASS schools receiving a:

- Very Low Status level decreases from 39 to 20 and
- Low Status level increases from 5 to 24.

Table 15:
Proposed DASS Cut Scores for Math – Grade Eleven

Status Level	Current Cut Scores for All LEAs and Schools	Proposed Cut Scores for DASS Schools
Very Low	-115.1 points or lower	-185.1 points or lower
Low	-60.1 to -115 points	-60.1 to -185.0 points
Medium	-0.1 to -60 points	-0.1 to -60 points (*no change*)
High	0 points to 24.9 points	0 points to 24.9 points (*no change*)
Very High	25 points or higher	25 points or higher (*no change*)

Table 16:
DASS School Distribution Based on the Proposed Status Cut Scores
Math Grade Eleven

Percentile	Mathematics Average DFS	Status Levels
5	-242.2	Very Low
10	-233.3	Very Low
15	-228.3	Very Low
20	-226.6	Very Low
25	-223.2	Very Low
30	-218.5	Very Low
35	-214.6	Very Low
40	-211.8	Very Low
45	-208	Very Low
50	-202.3	Very Low
55	-196.8	Very Low
60	-189.2	Very Low
65	-185.9	Very Low
66.9	-185	Low
70	-182.5	Low
75	-179.2	Low
80	-172.9	Low
85	-167.2	Low
90	-141.1	Low
95	-124.8	Low
96.2	-115	Low
98.8	-60	Medium
99.3	0	High
99.9	25	Very High

Based on the proposed cut scores for mathematics grade eleven, the number of DASS schools receiving a:

- Very Low Status level decreases from 148 to 103 and

- Low Status level increases from 4 to 4

Attachment 3

Revised Cut Scores for the Graduation Rate Indicator

In July 2019 the State Board of Education (SBE) adopted a combined four- and five-year graduation rate for the Graduation Rate Indicator. (https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx) School-level simulations for the combined and four-year graduation rates, conducted by the California Department of Education (CDE) and presented to the SBE, showed that a positive impact of the combined rate was more pronounced in the lower percentiles. Based on these findings, the SBE determined that it was appropriate to raise the graduation rate threshold for the "Very Low" Status level from its current threshold of less than 67 percent. Two alternate thresholds for the "Very Low" Status level were discussed: less than 68 percent and less than 70 percent.

Before a determination can be made on which of the two thresholds is most appropriate, the SBE must consider the impact on meeting all Every Student Succeeds Act (ESSA) requirements. Under ESSA, schools are eligible for Comprehensive Support and Improvement (CSI) through one of two categories, which apply to both Dashboard Alternative School Status (DASS) and non-DASS schools:

1. Low Graduation Rate: Schools that have a two–year average high school graduation rate (as currently set in California to "below 67 percent"). This graduation rate criteria applies to **both Title I–funded and non-Title I-funded schools.**

2. Lowest Performing: Schools that received **Title I funding** and are the lowest performing (based the established color combinations criteria from the most recent Dashboard). At least **five percent** of the Title I–funded schools must be identified in this category.

Since a school can only be identified in one category for any given school year, the first category takes precedence: Schools with a low graduation rate are identified first. The lowest performing schools, which must comprise at least five percent of all Title I-funded schools, are identified from the remaining pool. Therefore, raising the threshold for the "low graduation rate" criterion for CSI could reduce the number of schools identified under the lowest performing criterion.

To determine the impact, and ensure that California continues to meet the ESSA requirement of identifying at least five percent of the lowest performing Title I schools, the CDE conducted several simulations:

- Using 2018 California School Dashboard (Dashboard) data, simulations were conducted to identify the number of DASS high schools that would be eligible for CSI if the threshold "for low graduation rate" were raised. Separate simulations were conducted for "below 68 percent" and "below 70 percent."

- Using the 2017–18 combined graduation rate, simulations were conducted to identify the number of non-alternative high schools that would be eligible for CSI if the threshold for "low graduation rate" were raised. Separate simulations were conducted for "below 68 percent" and "below 70 percent." (Note: Only one year of data is currently available: Class of 2018 who graduated in four years combined with students in Class of 2017 who graduated in five years.)

Based on the simulation results, the CDE determined how many of the eligible high schools were already identified for CSI under the second category (lowest performing Title I schools). If so, they were removed (in simulation) from this pool and placed in the low graduation category. (Note: Schools can only be identified in one category for any given school year, and the low graduation rate category takes precedence)

Finally, the CDE determined whether the remaining pool of lowest performing schools still comprised at least five percent of Title I schools.

Results

Threshold Raised to "Below 68 Percent"

When the graduation rate threshold was raised to "below" 68 percent, 41 schools would be identified for CSI:

- 16 DASS schools

- 25 non-alternative schools

Of the 41 schools, only two schools are already identified as part of the five percent of lowest performing Title I schools. Therefore, 39 additional schools would be identified for CSI, and an additional two schools would be moved from the lowest five percent pool to the low graduation rate pool.

Threshold Raised to "Below 70 Percent"

When the "low graduation rate" threshold was raised to "below 70 percent," 62 schools would be identified for CSI:

- 30 DASS schools

- 32 non-alternative schools

Of the 62 schools, eight schools (including one non-alternative school) are already identified as part of the five percent of lowest performing Title I schools. Therefore, 54 additional schools would be identified for CSI, and an additional eight schools would be moved from the lowest five percent pool to the low graduation rate pool.

Based on the results of the simulations, and the fact that the combined graduation rate only minimally increases the overall graduation rate for the state, the CDE recommends

that the low graduation threshold for CSI be raised to "below 68 percent." This change will also result in new Status cut scores for both the non-DASS schools and DASS schools, as shown in Tables 1 and 2.

A member of the Local Control Funding Formula Stakeholder Group commented on this issue, stating that it would have a negative impact on DASS schools and that the preference was 68 percent. The majority of the California Practitioners Advisory Group members supported raising the threshold score to 68 percent.

Table 1
Revised Five-by-Five Color Grid for Non-DASS Schools

Performance Level	Declined Significantly from Prior Year (by 5.1% or greater)	Declined from Prior Year (by 1.0% to 5.0%)	Maintained from Prior Year (declined or increased by less than 1.0%)	Increased from Prior Year (by 1.0% to 4.9%)	Increased Significantly from Prior Year (by 5.0% or greater)
Very High 95.0% or greater in Current Year	N/A	Blue	Blue	Blue	Blue
High 90.0% to less than 95.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 80.0% to less than 90.0% in Current Year	Orange	Orange	Yellow	Green	Green
Low 68.0% to less than 80.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 68.0% in Current Year	Red	Red	Red	Red	Red

**Table 4
Revised Five-by-Five Color Grid for DASS Schools**

Performance Level	Declined Significantly from Prior Year (by more than 10.0%)	Declined from Prior Year (by 3.0% to 10.0%)	Maintained from Prior Year (declined or increased by less than 3.0%)	Increased from Prior Year (by 3.0% to less than 10.0%)	Increased Significantly from Prior Year (by 10.0% or greater)
Very High 90.0% or greater in Current Year	N/A	Blue	Blue	Blue	Blue
High 80.0% to less than 90.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 70.0% to less than 80.0% in Current Year	Orange	Orange	Yellow	Green	Green
Low 68.0% to less than 70.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 68.0% in Current Year	Red	Red	Red	Red	Red

Attachment 4

English Learner Progress Indicator Status Methodology Considerations and Use in Local Educational Agency and School Eligibility Assistance Determinations

Stakeholder, Expert, and Practitioner Outreach

The California Department of Education (CDE) is continuing to engage various stakeholders, experts, and practitioners on the ongoing development of the English Learner Progress Indicator (ELPI). For more information regarding the CDE's current outreach efforts, please see the August 2019 State Board of Education Information Memorandum (https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug19item02.docx).

Update on Data Simulations

The CDE is conducting data simulations using the English Language Proficiency Assessments for California (ELPAC) Summative Assessment results to determine the feasibility of:

- Splitting the ELPAC Summative Assessment Overall Performance Levels 2 and 3 for the ELPI; and

- Options for setting Status cut scores.

Methodology Considerations

Given the unique characteristics of the English learner (EL) population and requirement in federal statute to measure progress toward English Language Proficiency (ELP) on the state ELP assessment rather than proficiency itself, ELPI Status was constructed differently than Status in other State Indicators. While other State Indicators use data from one point in time (current performance) to calculate Status, the ELPI was created using two points in time from the state ELP test to calculate Status. Two points in time are necessary to determine state ELP test takers who increased at least one ELPI level or maintained the ELP criterion at the top performance level.

Splitting Summative Assessment Overall Performance Levels

Splitting the ELPAC Summative Assessment Overall Performance Levels is being pursued to ensure that the ELPI reflects the average growth trajectory of ELs toward proficiency cited in prior research (See Hakuta, Kenji, et al., 2000: "How Long Does It Take English Learners to Attain Proficiency?" and Halle, Tamara, et al., 2013: "Predictors and Outcomes of Early vs. Later English Language Proficiency Among English Language Learners."). Therefore, enough ELPI levels will need to be created to allow for EL progress to Overall Performance Level 4 on the ELPAC Summative Assessment over a period of five to seven years.

This will likely result in six levels:

1) ELPI Level1 (ELPAC Summative Assessment Level 1)

2) ELPI Level 2L (ELPAC Summative Assessment Low Level 2)

3) ELPI Level 2H (ELPAC Summative Assessment High Level 2)

4) ELPI Level 3L (ELPAC Summative Assessment Low Level 3)

5) ELPI Level 3H (ELPAC Summative Assessment High Level 3)

6) ELPI Level 4 (ELPAC Summative Assessment Level 4)

Splitting the ELPAC Summative Assessment Overall Performance Levels 2 and 3 for accountability purposes would allow for EL progression towards ELPAC Overall Performance Level 4 over a period of five to seven years.

Table 1 shows the range of possible minimum and maximum scale scores, by grade level, on the ELPAC Summative Assessment for performance levels 2 and 3. This information will be used in determining where to split performance levels 2 and 3 to create the six ELPI levels for accountability purposes.

Table 1: ELPAC Summative Assessment Overall Minimum and Maximum Scale Score and Points by Grade for Performance Levels 2 and 3

Grade	Performance Level	Minimum Scale Score	Maximum Scale Score	Points*
K	2	1374	1421	48
K	3	1422	1473	52
1	2	1411	1454	44
1	3	1455	1506	52
2	2	1424	1470	47
2	3	1471	1531	61
3	2	1448	1487	40
3	3	1488	1534	47
4	2	1459	1498	40
4	3	1499	1548	50
5	2	1467	1513	47
5	3	1514	1559	46
6	2	1475	1516	42
6	3	1517	1566	50
7	2	1481	1526	46
7	3	1527	1575	49
8	2	1486	1533	48
8	3	1534	1589	56
9-10	2	1493	1544	52
9	3	1545	1605	61
11-12	2	1500	1554	55
11-12	3	1555	1614	60

*Points reflect the endpoints of the scale score range and all values between the minimum and maximum scale scores for the performance levels 2 and 3.

As noted, the CDE is currently conducting data simulations to assist in determining if it is necessary to split ELPAC Summative Assessment Overall Point Levels 2 and 3. The CDE will examine state-wide 2018 and 2019 ELPAC Summative Assessment Overall Point Level results to determine the number and percent of students increasing one or more levels or maintaining ELP, maintaining non-ELP levels, and decreasing one or more levels. [Note: A non-ELP level is defined as EL students who maintain ELPAC levels 1-3 (non-ELP levels), EL students at level 4 have met the ELPAC requirements for reclassification (or the ELP level).] If there are a significant proportion of students maintaining Overall Point Levels 2 and 3 between 2018 and 2019, the CDE will recommend splitting Point Levels for accountability purposes.

Setting Cut Scores by Grade Span

Analysis conducted by the CDE on the 2018 ELPAC Summative Assessment results showed that as grade level increases, the percent of students in overall proficiency level 1 on the ELPAC Summative Assessment increases. This trend was particularly noticeable in grades nine through twelve. Therefore, the CDE is considering setting ELPI Status cut scores by grade span similar to the Academic Indicator for grades one through eighth and grades nine through twelve separately. The CDE is currently conducting data simulations on different grade spans to determine the most appropriate methodology for setting ELPI Status cut scores.

Using Status for Local Education Agencies and School Eligibility for Assistance Determinations

For the 2019 Dashboard only, the CDE will recommend using "Very Low" ELPI Status for LCFF differentiated assistance and ESSA school assistance determinations. In the spring 2019, the CDE proposed to the ELPI Workgroup and the Technical Design Group (TDG) the use of "Very Low" ELPI Status for eligibility assistance determinations. Both the ELPI Workgroup and the TDG supported CDE's proposal. In addition, both the ELPI Workgroup and the TDG recommended that the CDE not assign a color to ELPI Status because it may cause confusion with educators.

In the August 2019 Memorandum to the SBE, the CDE provided detailed examples on how "Very Low" ELPI Status would be factored in Local Control Funding Formula (LCFF) and ESSA eligibility assistance determinations. For more information regarding how "Very Low" ELPI Status will be used in eligibility assistance determinations, please see the August SBE Memorandum (https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug19item02.docx).

Next Steps

Prior to the September State Board of Education (SBE) meeting, the CDE will present to and engage with various other stakeholder groups (e.g., LCFF Stakeholders, Bilingual Coordinators Network) regarding the ELPI. Additionally, the CDE will provide the ELPI Workgroup and the TDG with a summary of the data simulations using the first and second year of ELPAC Summative Assessment results in September and October of

2019, with final recommendations for the ELPI methodology and use of "Very Low" ELPI Status for eligibility assistance determinations to be considered for approval at the November 2019 SBE meeting.

Attachment 5

California School Dashboard Educational Outreach Activities

Table 1.
California Department of Education Policy Work Group Meetings

Date	Title	Estimated Number of Attendees	Topics
June 12, 2019	Technical Design Group	8	• Incorporating the California Alternate Assessments into the Academic Indicator • Proposed Modified Method for Dashboard Alternative Schools Status (DASS) Academic Indicator • Using Five-Years of Data to Calculate the College Career Indicator (CCI) • English Learner Progress Indicator
August 9, 2019	College/Career Indicator (CCI) Subcommittee	10	• New CCI Measures to Collect in 2020-21: Internships and Student-Owned Business
August 12, 2019	Medically Fragile Work Group	6	• Discuss definition of medically fragile for the Chronic Absenteeism Indicator

Table 2.
In-person Meetings/Conferences

Date	Title	Estimated Number of Attendees	Topics
June 19, 2019	County Prevention Coordinators Meeting	50	• Overview of the California School Dashboard (Dashboard) • New Look and Feel of the Dashboard • Dashboard Performance Levels (Colors) and State Indicators • Live Demonstration
June 19, 2019	Deep Dive into the Dashboard and Differentiated Assistance for County Offices of Education	20	• Brief Overview of the Dashboard • Review of Criteria Used to Identify Local Educational Agencies (LEAs) for Support Under the Local Control Funding Formula (LCFF) • County Offices of Education (COEs) and DASS • Modified Methods for DASS schools • Future Work: Students with Disabilities (SWDs)
June 19, 2019	Advisory Commission on Special Education (ACSE)	20	• Monitoring and Accountability under IDEA • Academic Indicator: Changes to the 2019 Dashboard • SWDs and District of Residence
June 20, 2019	Delta Kappa Gamma	25	• Overview of the California School Dashboard • Methodology for Districts and Schools eligible for support

Date	Title	Estimated Number of Attendees	Topics
June 21, 2019	State and Federal Program Directors	50	• Incorporation of California Alternate Assessment (CAA) results into the Academic Indicator • Update on the July State Board of Education Accountability Item
June 26, 2019	National Conference on Student Assessment: Redesigning California's School Dashboard to be Parent Friendly and Easy to Use	25	• Overview of the approach by California to develop its accountability system and the Dashboard • Focused discussion on how the Dashboard promotes equity and provides actionable data for schools and districts to improve student outcomes.
July 11, 2019	State SELPA Association Meeting	60	• New Dashboard Mobile App • Incorporation of California Alternate Assessment (CAA) results into the Academic Indicator • SWDs and District of Residence; Rules for SWDs Who Exit Special Education • New CCI Measures Collected for Students with Individualized Education Programs (IEPs) • New Postsecondary/Transition Field and DASS Graduation Rate
July 29, 2019	County Offices of Education Leadership for School Counseling	20	• Update on the CCI

Date	Title	Estimated Number of Attendees	Topics
July 29, 2019	Multi-Tiered System of Support Conference Pre-Session: No Longer Invisible: Strategies for Serving Young People and Families Impacted by Homelessness	80	• Overview of California School Dashboard and specific data related to homeless youth • Provided a comparison with DataQuest and access to the new College Going Rate Reports
August 6, 2019	California Community of Practice on Secondary Transition	17	• Provided an update on the CCI and future plans for expanding measures in the Indicator.
August 7, 2019	LCFF Stakeholder Group	7	• Incorporation of the CAA into the Academic Indicator • Modified cut scores for the Academic Indicator for DASS • Revised Cut Scores for the Graduation Rate Indicator
August 7, 2019	ACSE	12	• Incorporation of the CAA into the Academic Indicator • Medically Fragile Students and the Chronic Absenteeism Indicator
August 16, 2019	State and Federal Program Directors	120	• College-Going Rate Reports on DataQuest • California School Dashboard Mobile App • Changes to the Academic Indicator • Potential Changes to the Graduation Rate Indicator Status Levels

Date	Title	Estimated Number of Attendees	Topics
August 16, 2019	ESSA Stakeholder Meeting	200	• General Federal Updates • LCAP Federal Addendum • English Learner Progress Indicator • Update on the Progress to Standardize the Reclassification Criteria • Combined Graduation Rate • The Methodology for Incorporating the California Alternate Assessment into the Academic Indicator
August 20, 2019	Briefing to the California State Legislative Staff on the Dashboard Mobile Application	24	• Overview of the development and release of the CA Dashboard mobile app
August 22, 2019	California Practitioners Advisory Group (CPAG)	13	• Incorporating the CAA into the Academic Indicator • Modified cut scores for the Academic Indicator for DASS • Revised Cut Scores for the Graduation Rate Indicator • District of Residence Rules • Use of ELPI Status for LCFF Identification

Table 3
Webinars

Date	Title	Estimated Number of Attendees	Topics
June 21, 2019	District of Residence Webinar	544	• Monitoring and Accountability under IDEA • SWDs and District of Residence • Rules for SWDs Who Exit Special Education • Incorporation of CAA into Academic Indicator
August 2, 2019	Association of California School Administrators	108	• Overview of the Dashboard • Connections to CALPADS: Demographic Data for Student Groups
August 23, 2019	District of Residence Webinar	526	• Monitoring and Accountability under IDEA • SWDs and District of Residence • Rules for SWDs Who Exit Special Education • Incorporation of CAA into Academic Indicator

Appendix A

Distance from Standard Comparisons: Smarter Balanced Summative Assessments versus Combined (Smarter Balanced and California Alternate) Assessments

Tables 1 through 6 show statewide comparisons **for all students**, by grade level and content area, between the Smarter Balanced Summative Assessment (SBAC) Distance from Standard (DFS) and a combined SBAC and California Alternate Assessment (CAA) DFS, using all three methodologies:

- Effect size

- Middle of the Scale Range

- Top of the Scale Range

Lowest Obtainable Scale Scores (LOSS) are included in the analyses.

Table 1
English Language Arts: All Students
Effect Size Methodology, Including LOSS

Grade	SBAC N*	CAA N*	DFS SBAC	DFS SBAC & CAA	Difference
3	434,207	5,102	-8.0	-8.7	-0.7
4	453,491	5,324	-9.3	-10.3	-1.0
5	459,209	5,330	-5.7	-6.7	-1.0
6	472,102	5,386	-12.1	-13.1	-1.0
7	461,081	5,383	-8.1	-9.2	-1.1
8	458,196	5,238	-8.0	-9.1	-1.1
11	439,134	4,457	9.4	8.4	-1.0

*N=number of students

Table 2
Mathematics: All Students
Effect Size Methodology, Including LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	436,215	5,101	-5.1	-6.2	-1.1
4	455,345	5,309.	-17.3	-18.4	-1.1
5	460,761	5,319.	-37.6	-38.5	-0.9
6	473,427	5,366.	-41.0	-42.0	-1.0
7	462,416	5,375.	-42.7	-43.5	-0.8
8	458,673	5,229.	-45.5	-46.4	-0.9
11	437,883	4,437.	-66.6	-67.2	-0.6

Table 3
English Language Arts: All Students
Middle of Scale Range Methodology, Including LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	434,207	5,102	-8.0	-8.9	-0.9
4	453,491	5,324	-9.3	-10.3	-1.0
5	459,209	5,330	-5.7	-6.6	-0.9
6	472,102	5,386	-12.1	-13.2	-1.1
7	461,081	5,383	-8.1	-9.1	-1.0
8	458,196	5,238	-8.0	-8.9	-0.9
11	439,134	4,457	9.4	8.6	-0.8

Table 4
Mathematics: All Students
Middle of Scale Range Methodology, Including LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	436,215	5,101	-5.1	-6.2	-1.1
4	455,345	5,309	-17.3	-18.5	-1.2
5	460,761	5,319	-37.6	-38.6	-1.0
6	473,427	5,366	-41.0	-42.1	-1.1
7	462,416	5,375	-42.7	-43.8	-1.1
8	458,673	5,229	-45.5	-46.5	-1.0
11	437,883	4,437	-66.6	-67.3	-0.7

Table 5
English Language Arts: All Students
Top of Scale Range Methodology, Including LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	434,207	5,102	-8.0	-8.1	-0.1
4	453,491	5,324	-9.3	-9.4	-0.1
5	459,209	5,330	-5.7	-5.8	-0.1
6	472,102	5,386	-12.1	-12.3	-0.2
7	461,081	5,383	-8.1	-8.3	-0.2
8	458,196	5,238	-8.0	-8.2	-0.2
11	439,134	4,457	9.4	9.1	-0.3

Table 6
Mathematics: All Students
Top of Scale Range Methodology, Including LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	436,215	5,101	-5.1	-5.4	-0.3
4	455,345	5,309.	-17.3	-17.6	-0.3
5	460,761	5,319.	-37.6	-37.7	-0.1
6	473,427	5,366.	-41.0	-41.1	-0.1
7	462,416	5,375.	-42.7	-42.8	-0.1
8	458,673	5,229.	-45.5	-45.5	0.0
11	437,883	4,437.	-66.6	-66.4	0.2

Tables 7 through 12 show statewide comparisons for **students with disabilities**, by grade level and content area, between the SBAC DFS and a combined SBAC and CAA DFS, using the three methodologies.

Table 7
English Language Arts: Students with Disabilities
Effect Size Methodology, Including LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	48,118	5,102	-77.3	-77.0	0.3
4	53,813	5,324	-92.6	-92.7	-0.1
5	55,447	5,330	-96.7	-96.5	0.2
6	55,374	5,386	-111.4	-110.9	0.5
7	51,968	5,383	-112.1	-110.8	1.3
8	49,855	5,238	-112.0	-110.7	1.3
11	39,909	4,457	-110.7	-108.9	1.8

Table 8
Mathematics: Students with Disabilities
Effect Size Methodology, Including LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	48,016	5,101	-71.2	-73.3	-2.1
4	53,706	5,309	-88.6	-90.9	-2.3
5	55,292	5,319	-117.6	-117.1	0.5
6	55,203	5,366	-149.7	-147.5	2.2
7	51,848	5,375	-154.8	-150.9	3.9
8	49,565	5,229	-167.2	-163.3	3.9
11	39,544	4,437	-191.7	-185.6	6.1

Table 9
English Language Arts: Students with Disabilities
Middle of Scale Range Methodology, Including LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	48,118	5,102	-77.3	-78.2	-0.9
4	53,813	5,324	-92.6	-93.3	-0.7
5	55,447	5,330	-96.7	-95.6	1.1
6	55,374	5,386	-111.4	-111.3	0.1
7	51,968	5,383	-112.1	-110.4	1.7
8	49,855	5,238	-112.0	-109.8	2.2
11	39,909	4,457	-110.7	-107.2	3.5

Table 10
Mathematics: Students with Disabilities
Middle of Scale Range Methodology, Including LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	48,016	5,101	-71.2	-73.5	-2.3
4	53,706	5,309	-88.6	-91.3	-2.7
5	55,292	5,319	-117.6	-118.1	-0.5
6	55,203	5,366	-149.7	-148.4	1.3
7	51,848	5,375	-154.8	-153.0	1.8
8	49,565	5,229	-167.2	-164.0	3.2
11	39,544	4,437	-191.7	-186.6	5.1

Table 11
English Language Arts: Students with Disabilities
Top of Scale Range, Including LOSS

Grade	SBAC N	CAA N	DFS SBAC	DFSSBAC & CAA	Difference
3	48,118	5,102	-77.3	-72.0	5.3
4	53,813	5,324	-92.6	-86.1	6.5
5	55,447	5,330	-96.7	-89.7	7.0
6	55,374	5,386	-111.4	-104.3	7.1
7	51,968	5,383	-112.1	-103.8	8.3
8	49,855	5,238	-112.0	-103.8	8.2
11	39,909	4,457	-110.7	-101.5	9.2

Table 12
Mathematics: Students with Disabilities
Top of Scale Range

Grade	SBAC N	CAA N	DFS SBAC	DFS SBAC & CAA	Difference
3	48,016	5,101	-71.2	-67.2	4.0
4	53,706	5,309	-88.6	-84.6	4.0
5	55,292	5,319	-117.6	-111.0	6.6
6	55,203	5,366	-149.7	-140.8	8.9
7	51,848	5,375	-154.8	-145.0	9.8
8	49,565	5,229	-167.2	-155.9	11.3
11	39,544	4,437	-191.7	-177.2	14.5